



Redesign Plan

Arthur Hill High School

Saginaw City School District

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8

Priority School Assurances

Introduction.....	10
Priority School Assurances.....	11

Operational Flexibility Assurance

Introduction.....	13
Assurance of Operational Flexibility.....	14

Transformation Redesign Diagnostic

Introduction.....	17
PART A: REFORM TEAM PERSONNEL.....	18
PART B: TEACHING AND LEARNING PRIORITIES.....	19
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	21

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	29
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	33
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	36

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Arthur Hill High School is a comprehensive instructional program serving grades 9 -12 located on the west end of Saginaw, MI. All students receive free lunch due to the high poverty index associated with our families low income levels. Approximately 74% of our students are African-American, 12 % are Caucasian, and 14 % Hispanic. Three years ago, we had to reevaluate our organizational structure/culture to address transitional concerns with incoming 9th graders. We were fortunate to be awarded a three year School Improvement Grant from the Michigan Department of Education in the 2010-2011 school year. This has led to the development of two smaller learning communities that have a unique instructional focus (STEM and Innovation Academy). Design teams met to discuss what anchors need to be present to drive the curriculum within both prototypes. Staff visited models that gave us some indication of how our curriculum could be developed and implemented to give each model the necessary focus. More efficient monitoring of teaching strategies and seeking out appropriate academic interventions has led to Arthur Hill High School making adequate yearly progress for the last five consecutive years. Trend data over the past five years indicates that our writing, math, reading, and science scores on the MME/ACT have shown significant improvement. Monies that were received through School Improvement Grant (SIG) funds allowed us to add instructional coaches that provide targeted assistance in key roles that allow us to enhance the overall quality of our instructional program ended in June 2013. Yet we were able to maintain our PLCs, job-embedded half-day PDs and our core intervention courses through the creative use Title IIa and 31a funding sources. We were also able to maintain our 7 period course schedule with optimizing our academic daily schedule with a focus on keeping additional instructional minutes without the funding we were afforded through SIG.

We have had multiple professional development opportunities concerning what constitutes true rigor as it relates to planning for instruction and the quality of students' work. We have used the Rigor/Relevance Framework as a basis for identifying effective planning for instruction within the following four quadrants: acquisition, application, assimilation, and adaptation. In order to accurately monitor and evaluate the effectiveness of teaching strategies, the administrative staff recognized that we needed to spend more time actually observing instruction to get an accurate read on students' levels of engagement within content. We set out to log more hours of walkthrough interactions that would allow us to provide direct feedback to instructors regarding the quality of instruction. Moreover, we reviewed with staff the elements of Bell work and daily lesson planning that we considered to be essential to instruction. This information was captured in our documentation form that we use for walkthroughs. Also, we were able to maintain and put into practice established protocols for reviewing students' work, utilize Backwards Design Model, continuance of 9th grade seminars within our smaller learning communities, training for administrators and instructional support from district content coaches , etc.

The expertise of members of our SIG Team has added a layer of professionalism and accountability that add credibility to our instructional staff through our PLCs and half-day PDs, our district content coaches were able to support departments to assist teachers with opportunities to enhance pedagogical practices that promote their professional growth. Our social worker and counselors, through our MTSS framework, were able to assist teachers with behavior problems so that they are able to isolate patterns of disruption that take away valuable instructional time. Our Media Center Specialist assists teachers with providing instructional technology resources to provide engaging, hands on and relevant lessons. Our College and Career Access Coordinator helps teachers network with neighboring universities and career and technical education programs to develop lessons that help students see the importance of being college and career ready. Most importantly, we have math/literacy and writing specialists who can effectively co-teach a variety of instructional intervention strategies that improve student's understanding of content. This work has culminated in the development of a reading and math intervention program that uses data
SY 2014-2015

to provide prescriptive academic interventions in math and reading for struggling students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose:

Graduate socially responsible students who have mastered essential career and college readiness skills that will enable them to select viable post-secondary options in traditional collegiate settings, career and technical education programming, armed services, or employment opportunities after high school completion.

Mission Statement:

Arthur Hill High School is committed to providing a safe and secure educational environment through which all of its graduates demonstrate civic responsibility, proficiency in the core curriculum, and preparation for lifelong learning and work.

Vision Statement:

We believe in collaboratively building relationships with stakeholders that enable all students to (1) meet the expected high school graduation requirements outlined within the Michigan Merit Curriculum, (2) develop a sense of self-worth, and (3) foster a spirit of citizenship and communal responsibility.

Beliefs:

We believe in putting students in the best possible situations to experience success in and outside the classroom. Teachers pride themselves on building meaningful relationships with students, reviewing student data, evaluating students' work products during departmental work, and cross curricular planning that reinforces learning complex concepts.

We have trained a Formative Assessment Team to assist teachers with developing assessments that proficiently measure learning outcomes. PLATO Benchmark assessments within math, ELA, social studies and science are used to demonstrate progress towards our significant growth goal (increase of 10% in Math, Reading, Science and Social Studies above state's average growth) outlined within our School Improvement Plan. We also use a prescriptive, self-developed MTSS curriculum in math and reading to address instructional gaps in students' learning. Also, the PLATO program is unique in that it provides a prescription that identifies deficit areas for students so that teachers can target both individually and collectively specific content that students are experiencing difficulty mastering.

We continue to use the protocol for grade-level teams and departments to review the effectiveness of lesson design and student work products. Also, the rigor/relevance framework to assist teachers in planning for effective instruction and utilizing the backwards design model is still a focus for our teachers. Our building has designed professional development around MTSS, PLCs, Common Core Curriculum Standards and more in conjunction with district content coaches in working with grade-level teams to establish Tiers 1, 2, and 3 interventions.

We have attached a copy of our PD calendar that highlights instructional practices that we have adopted. Moreover, our district has

developed a teacher evaluation process that allows administrators to focus on student outcomes and growth. Every teacher will be evaluated annually. Twenty-five percent of a teacher's evaluation is based on student achievement data.

Equally important, administration has continued to focus in elements of establishing a daily learning focus and effective bell work.

Walkthroughs are conducted to monitor transference of this training in actual instruction. Likewise, the introduction of technology in the classroom with students using TI-Nspire calculators, student response systems, smart-boards, and Navigators gives teachers an opportunity to provide instantaneous feedback to students. The planning, modeling of instruction, and peer-teaching of literacy and math strategies also enables students to receive the full benefit of purposeful instruction.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Arthur Hill High School has made AYP for the past five consecutive years. Over the past three years, the graduation has improved from 70.5% to over 80%. This can be attributed to more effective teaching strategies, frequent monitoring of instruction, and ongoing assessment to improve student achievement. Plus, the Mackinaw Report for Secondary Schools identified Arthur Hill High School as one of three Saginaw County high schools that scored a B or better within this region. There are a total of 15 high schools within Saginaw County. Also, we have developed a MTSS Model in mathematics and reading designed to address instructional gaps within our academic program. There is continuous, embedded professional development on a monthly basis that our instructional staff participates in to define what quality instruction and review of student works entails.

Arthur Hill High School's administration has informed parents of PLATO Learning credit recovery options that take place after school or during Saturday School. We have communicated information regarding mandatory after school study tables for student athletes. We have ACT/MME prep classes available for all juniors who will be testing this academic year. This year we have partnered with Kaplan Services to provide our students with rigorous and extensive ACT Test Preparation. Our students also may be admitted to the Early College Program at Saginaw Valley State University. Plus, we have structured tutorials available to students who need more individualized instruction to master content. Saginaw Valley State University and our Bilingual Program provide additional tutorial assistance for students throughout the instructional day.

Over the course of the next three years we hope to have an embedded professional development practice that allows teachers to receive continued training in lesson design, reviewing student work, developing cross-curricular units, and refining benchmark assessments to measure student achievement, etc. We would like to develop a more comprehensive Positive Behavior Support model that helps flag socio-emotional behaviors that negatively impact student learning. Working towards improving our graduation rate and average daily attendance are continuous goals. We also see a need to provide additional support for special needs students to improve their content mastery and performance on state standardized tests. Overall, we must align our curriculum to support the growth of our STEM and Innovation Academy concepts at the junior and senior level.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our parents are actively involved within our school reform efforts. In the fall of 2012, we invited parents to sit on the design teams of the smaller learning communities that were scheduled to begin that academic year . We have a number of workshops dedicated to assisting parents with understanding the importance of high stakes standardized assessments, graduation requirements, financial aid, the college admission process, and assisting students in becoming effective learners. We sponsor an Annual Lumberjack Expo that showcases student work within our Performing and Visual Arts Dept, the core academic departments, and services from multiple community agencies that we collaborate with. Plus, we showcase our students work at Parent Teacher Conferences to give our parents an idea of the rigor and projects that students are working on throughout the year.

We need to encourage more parents to become active participants in our Parent Advisory Council by recruiting more 9th-grade parents at our Parent/Student Orientations. Parent Visitation Day and Parents Count Too also give us an opportunity to interface with parents and highlight our curriculum. Our Lumberjack University Center has been instrumental in providing workshops for senior parents who have questions regarding financial aid, the college admissions application process, post-secondary programming, and ACT/MME prep, etc. We also routinely update our school's website so that event postings are current and parents have the opportunity to plan around our calendar. We attempt to make our school's programming as accessible to parents as possible to maintain communication between the home and school. Plus, our Parent Portal Access through Skyward's GradeBook program makes it easier for parents to monitor the grades, attendance, and citizenship of students on a daily basis.

Our Saginaw Promise Zone provides free tuition for high school graduates residing in the City of Saginaw. Improvements in our academic ranking as evidenced in the Mackinaw Report for Secondary Schools and our Top to Bottom Ranking should also encourage more parents to consider us for enrollment purposes. The Saginaw Promise is an incentive for parents to keep their families within district which helps us to build human capacity by maintaining stable student enrollment.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		2014-2015 Teacher Evaluation Tool SPSD

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		2013-2014 Administrator Evaluation Tool SPSD

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		SPSD-SEA MOU for AHHS

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		SPSD-SEA MOU AHHS

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	1-12-15	SPSD-SEA MOU for AHHS

Redesign Plan

Arthur Hill High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		AHHS Redesign Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Ramont Roberts, Principal, Saginaw High School, rroberts@spsd.net
Trisha Baker, Teacher, Saginaw High School, tbaker@spsd.net
Tom Neering, Teacher, Saginaw High School, tneering@spsd.net
Sandra Robinson, Teacher, Saginaw High School, srobinson2@spsd.net
Cynthia Ashford, Teacher, Saginaw High School, cashford@spsd.net
Priscilla Arocha-Roby, Principal, Arthur Hill High School, proby@spsd.net
Nikkia Hurley-Williams, Teacher, Arthur Hill High School, njwilliams@spsd.net
Jason Laporte, Teacher, Arthur Hill High School, jlaporte@spsd.net
Kieran Astley, Teacher, Arthur Hill High School, kastley@spsd.net
Sandra Cheek, Teacher, Arrthur Hill High School, scheid@spsd.net
Nathaniel B. McClain, Assistant Superintendent, nmccclain@spsd.net
Jon Hartwig, MSU Intervention Specialist
Gayle Matoy, School Improvement Facilitator
Jan Kennelly, School Improvement Facilitator

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Arthur Hill High School and Saginaw High School representatives participated in several days of collaborative discussion that focused on the similarities seen in the data between the two schools. As a result of this data the team determined that rapid turnaround of the new combined high school will occur through sustained and focused actions in the areas of supporting instruction and supporting teachers. We recognize that our teachers are our single greatest resource and therefore, this resource demands the greatest additional investment. Each areas value will be measured through ongoing examination of multiple student achievement and proficiency indicators.

Big Idea One- Supporting Teachers' Knowledge, Skills, and Dispositions

In light of these challenges, it becomes obvious that we need to support our teachers even more by ensuring they have the knowledge, skills, and disposition needed in order to improve the delivery of instruction and, ultimately, improve student proficiency.

For years we have been making incremental progress due to the hard work and dedication of our teachers, but these small steps are not enough to get us to where we need to be. With that in mind, we have decided that we will improve student academic performance by investing in our teachers through sustainable, job- embedded professional development that will allow for personalization of teacher learning and to grow capacity within our teaching staff. We will also incorporate Professional Learning Communities and the Instructional Learning Cycle as additional means to support teacher and student learning. This goal was identified through the analysis of both schools' ACT scores in all five subject areas, ACT College Readiness data, MME trend data, and Michigan Top-to-Bottom Rankings starting with the 2011-2012 school year, the year the cut scores were raised. These scores placed both schools into priority school status. A lack of significant improvement in data trends has been observed. By investing in our teachers' knowledge, skills, and disposition, we not only strengthen the backbone of our school and district, but we fortify the front lines of student learning.

Big Idea Two-Supporting Instruction Methods, Materials, and Resources

A lack of student proficiency highlights the need to improve instruction methods, materials, and resources by utilizing collaborative lesson design that incorporates the rigor and relevance framework, differentiation of instruction, and effective formative assessments.

Both schools went from being out of the bottom 5% in 2012-2013 to being identified as priority schools in 2013-2014. The most appropriate tools and resources must be made available and systems of accountability and evaluation must be in place at the new combined high school for all staff. Securing best practices and monitoring these practices must be a high priority of the school and district. Resources such as job-embedded PD, coaching, mentors, conferences, and data analysis associated with instructional engagement are the key. By focusing on instruction methods, materials, and resources, the teachers will be better able to meet the challenges of our present and future students and to help these students to achieve academic success.

State what data were used to identify these ideas

After focusing on the both schools' ACT scores in all five subject areas, ACT College Readiness data, MME trend data, and Michigan Top-to-Bottom Rankings starting with the 2011-2012 school year, we recognize the similar academic challenges of both schools. For example, an SY 2014-2015

average ACT composite score for both schools of 15.3 for the 2011-2012 school year to a 15.2 for the 2013-2014 school year shows that scores have become stagnant. Additionally, a lack of significant improvement in data trends, which supports this, has been observed. Proficiency levels over the past four years in reading have increased slightly for both schools of an average of 22.2% in 2012 to an average of 26.55% in 2014 but not to the level that will ensure eighty-five percent proficiency by the year 2021. Math, social studies, writing, and science levels continue to be below expectations-math 3.65% proficient, social studies 5.9% proficient, writing 13.06% proficient, science 4.05% proficient in 2014 (proficiencies are an average of both schools scores). Science and math are the overall lowest averages for both schools on a three-year trend. In order to capitalize on our collaborative efforts and to continue to incorporate positive changes to make the most gains in student achievement, our focus will be on supporting teachers' with knowledge, skills, and disposition as well as, supporting instruction by enhancing methods, materials, and resources. With the consolidation of the two high schools, we have a unique opportunity to address these academic deficits head on.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Indicator 1A:

The previous principal, Nathaniel B. McClain was replaced July 1, 2014, prior to Arthur Hill High School being identified as a Priority School. The Superintendent of Saginaw Public Schools has the right of assignment to place administrators. Dr. Jenkins made a recommendation to the Saginaw Public School's Board of Education to approve Priscilla Roby's assignment at Arthur Hill High School for the 2014-2015 academic year.

Arthur Hill High School's new principal, Priscilla Roby, began on July 28, 2014. She was selected and approved by the SPSD Board of Education. In the selection of a new principal, district leaders sought to identify a principal who understood the value of high impact literacy strategies and how a Multi-tiered System of Supports (MTSS) could be implemented to better serve students who were struggling with mastering state standards in the core content areas of math, English, Science, Social Studies, and writing. Mrs. Roby demonstrated competencies in the area of triangulating data received from benchmark assessments, classroom grades, and standardized tests to determine academic interventions necessary for students. She quickly implemented the use of a universal screener (PLATO ACCUCESS) to assist in determining the functional reading and math levels of students to assist core teachers, Title I strategic instructors, and academic interventionists in identifying students' level of tiered support. After reviewing the results, she met with strategic reading and math teachers to construct a prescriptive, self-developed RTI curriculum in math and reading to address instructional gaps in students' learning. She encouraged staff to utilize ongoing formative assessments in math and reading to assist with the progress monitoring of students. This level of alignment of planning for instruction using multiple data points supported by targeted interventions was a break from past practice. Subsequently, students' performance on benchmark assessments continued to improve.

In reference to Big Idea # 2 - Supporting Instructional Methods, Materials, and Resources, Mrs. Roby has extensive training in assisting teachers in developing more engaging instructional practices. In her previous roles as assistant principal, she established a Formative Assessment Team to assist teachers with creating benchmark assessments that accurately measured learning outcomes. Mrs. Roby trained instructional staff how to use a professional learning community (PLC) protocol for grade-level teams and departments to review the effectiveness of incorporating Schlechty's lesson design qualities and reviewing student work products. Prior to the implementation of PLCs, staff had no real protocol for reviewing student data that led to the identification of effective teaching strategies to address areas of low student performance. She was instrumental in exposing teachers to Daggett's rigor/relevance framework to assist them in planning for effective instruction and utilizing Wiggan's backwards design model. This work caused staff to critically reflect on what data and resources they used to help inform instruction. Mrs. Roby has demonstrated a commitment to work with instructional staff in designing and implementing professional development around RTI and are working with grade-level teams to establish Tier 2 and Tier 3 interventions. She established a building-level PD calendar that highlights instructional practices that Arthur Hill High School's teachers have adopted.

Moreover, she has consistently demonstrated to instructional staff how their evaluations represent an outgrowth of their ability to effectively
SY 2014-2015

Redesign Plan

Arthur Hill High School

improve student achievement on benchmark assessments in reading and math. She worked with the School Improvement Team to establish a walkthrough system that enabled her to monitor transference of teachers' professional training into actual instruction.

Mrs. Roby has also been an advocate for increasing instructional technology in the classroom with students using TI-Nspire calculators, student response systems, smart-boards, and Navigators to give teachers an opportunity to provide instantaneous feedback to students. Her ability to serve as a resource person in identifying district personnel or ISD staff who can assist with the planning, modeling of instruction, and peer-teaching of literacy and math strategies also enabled students and teachers to receive the full benefit of purposeful instruction.

Over the course of her first four years at Arthur Hill High School, Mrs. Roby's ability to strategically align academic resources with teacher training taught staff the importance of embedded professional development practice that allows teachers to receive continued training in lesson design, reviewing student work, developing cross-curricular units, and refining benchmark assessments to measure student achievement, etc. Her focus on improving instruction through job embedded professional development and instructional coaching overlaps with Big Idea One - Supporting Teachers' Knowledge, Skills, and Dispositions.

Indicator 1B:

The district will increase leadership capacity by making a commitment to support principals as instructional leaders. Assigning a mentor principal adept in curriculum design and implementation to the newly appointed AHHS principal will assist in the facilitation of the transformation plan. The Assistant Superintendent for Curriculum and Instruction will work with Mrs. Roby in developing goals within her Individualized Development Plan (IDP) that will enhance her ability to support staff in achieving Big Idea # 2 - Supporting Instructional Methods, Materials, and Resources. Monthly meetings with the Assistant Superintendent will be an opportunity for Mrs. Roby to provide regular updates on progress towards goals identified within the IDP. The IDP plan will consist of Mrs. Roby receiving assistance in the following areas to ensure that the transformation plan is executed with fidelity:

- Improving student engagement through rigorous and relevant instruction
- Engineering a vision for the success of all students
- Cultivating leadership in instructional and support staff
- Leading people through managing data and school improvement processes
- Creating a college and career going culture

Beginning in the 2014-2015 academic school year, the school district petitioned the Michigan Department of Education to have Arthur Hill High School receive Title I school-wide services. This was necessary to give Mrs. Roby access to supplemental materials and resources needed to implement AHHS's MTSS model. Instructional coaches can now be deployed to assist Arthur Hill's Staff with professional development in instructional strategies outlined within their school improvement plan. Coaches will be on-site to facilitate ½ day professional development in the core content areas. The school's previous 31A funding designation did not permit teachers to benefit from coaching opportunities. In addition, Title II resources will be used to give teachers and administrators exposure to workshops or conferences that promote attainment of goals outlined within their school improvement plan.

Mrs. Roby will also receive assistance from the district's Title I Director in developing an instructional program supported by supplemental services. It's critical that building principals understand Title I compliance factors and fiscal accountability within a deficit school district. This will allow Mrs. Roby to work with our Human Resources Department to identify strong teacher candidates to fill vacancies supported by Title I dollars.

The Saginaw Public School District has secured funding through the Saginaw ISD to support a College and Community Access Coordinator

Redesign Plan

Arthur Hill High School

to assist students with identifying post-secondary options and career opportunities. Instructional coaches and the Assistant Superintendent will also work with the Saginaw ISD to provide Arthur Hill High School's staff with technical assistance in completing the transformation plan, school improvement plan, and unpacking tool. The Assistant Superintendent will provide Mrs. Roby with more intensive support in developing the Comprehensive Needs Assessment and School Data Profile Analysis. The Assistant Superintendent will also review the school's decision-making process to ensure that there has been meaningful collaboration with members of the School Improvement Team to generate a school improvement plan that reflects instructional concerns from all stakeholders.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A:

Public Act 205 of 2009, effective January 4, 2010, enacted Section 1249 of the Revised School Code (MC380.1249) to require an annual job performance evaluation for school teachers and administrators.

The Saginaw Public School District in collaboration with the Saginaw Education Association (SEA) has a collective bargaining agreement in place that allows for full implementation of this transformation plan. The district established two separate committees that consisted of K-12 Teachers, Building and Central Office administrators. The Teacher Evaluation Committee met regularly since 2010 to update/modify the teacher evaluation rubric to comply with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, ESI-P Early Screening Inventory, AIMS web Universal Screenings in Reading and Math, MEAP, MME, and MI-Access. Twenty-five percent of teachers' evaluations will be based on student growth by 2014-2015. Fifty percent of teachers' evaluation will be determined by student growth in the 2015-2016 academic year.

Indicator 2B:

The Administrator Evaluation Committee met regularly since 2011 to create a new evaluation tool that reflects and complies with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, ESI-P Early Screening Inventory, AIMS web Universal Screenings in Reading and Math, MEAP, MME, and MI-Access. Twenty-five percent of Principals' evaluations will be based on student growth by 2014-2015. Principals' evaluations are based on the following criteria: leadership, communication, labor and organizational management, fiscal responsibilities, and student assessment, growth and achievement. Each category has proficiency standards that administrators must satisfy in order to be considered effective or highly effective. Fifty percent of administrators' evaluation will be determined by student growth in the 2015-2016 academic year.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

Arthur Hill High School will use the performance evaluation data and the Saginaw Public School District procedures set forth by the Board of Education to identify Highly Effective Teachers and building leaders. During the 2012-2013 school year, Saginaw Public Schools fully implemented a new teacher evaluation process, based on Charlotte Danielson's Teacher Training Framework model. Highly effective teachers are considered master teachers who make a contribution to the field, both in and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

- To receive a "highly effective" rating, teachers must show an indication of student growth and achievement using four or more measurements including: summative assessments, Pearson ELA, M-STEP reading, science, math, and writing assessments, etc. Also, beginning in the fall of 2014, Arthur Hill High School will begin using MAISA units in math and ELA. Common assessments have been developed to monitor students' progress.
- To receive a "highly effective" rating under student Growth and Achievement, a total of 80% of the total number of students serviced by the teacher must have demonstrated growth on the selected approved assessments.
- To receive a "highly effective" rating in program implementation, teachers must attend and actively participate in all required professional development and professional learning communities (PLCs). They must demonstrate proficiency by utilizing the strategies provided by Pearson ELA and benchmark and Accuaccess testing using PLATO. They must adhere to the district pacing guides, time lines, and revised instructional schedules adopted at Arthur Hill. Indicators of program implementation are; sign in sheets, lesson plans, classroom walkthrough reports, classroom observations, performance results generated through PLATO, and student work products.

The building principal is responsible for the completion of all evaluation processes and monitoring the goals of all staff within the school. All personnel who are deemed to be highly effective and demonstrate increased student achievement based on the requirements of the evaluation tools, and have shown competence in the implementation of Arthur Hill High School's transformation plan will be granted the following:

- Teachers who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of his/her choice.

- Teachers who are identified as Highly Effective will receive additional dollars from the building's supply budget to purchase classroom supplies/resources.
- Teachers who are identified as Highly Effective will be granted released time for building professional development with a substitute provided.
- Building leaders who are identified as Highly Effective will be granted released time one day a month to work in the classrooms while a guest principal provides administrative coverage.
- Building leaders who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of her/his choice.
- Building leaders who are identified as Highly Effective will be granted additional flex days not to exceed two days per school year.

The above rewards will be awarded annually at the completion of the teacher/administrative evaluation process.

Indicator 3B:

Personnel found to be minimally effective or ineffective, based on the evaluation tool, with <64% of students showing and increase in achievement, and /or not implementing the instructional program, based on the criteria described in 3A, will be laid off and/or placed on a revised Individual Development Plan. They will be given the following supports: additional opportunities for professional development in deficit areas, a peer mentor, as well as receive intensive support from instructional coaches and building administrators. Progress will be monitored regularly with walkthrough protocols and examination of student achievement data, to provide immediate feedback, guidance, and redirection. Educators will be given multiple opportunities to improve their craft through the Individual Development Planning Process over a period of three evaluations. If an educator remains minimally effective or ineffective, after three evaluations, the Michigan legislative requirements and district procedures will be followed and the employee will be terminated.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Indicator #4. The AHHS/SHS leadership team worked collectively to determine the schools plan for professional development for the next 3 years. This plan will require our PD to be ongoing, high-quality, and job embedded.

Redesign Plan

Arthur Hill High School

The learning programs that we have chosen to implement are reflective of our big ideas;

1. Enhancing methods, materials and resources of instruction
2. Developing teachers' knowledge, skills, and disposition.

Professional Learning Communities will act as the driving force behind the implementation and monitoring of our Professional Development and will allow us the opportunity to reinforce the skills gained during our Professional Development. PLC's will meet a minimum of 3 times per month using the district provided 50 minute protocol to examine data, student learning, student deficiencies, and create plans to modify instruction. Support from the PLC coach and transformational principal will help ensure that our focus remains on student learning, achievement, and performance. Immediate PLC training will focus on improving student performance based on data, formative and summative assessments, and student work. Upon analyzing data, teachers will design lessons to target areas of deficiency.

Ongoing professional development opportunities will offer all staff members the tools and resources to improve on the skills necessary to improve student achievement. If used appropriately and with fidelity, our resources will allow instructional staff the opportunity to build a repertoire of job embedded and research based skills that will be effective within the classroom. The PD will be ongoing for the next three years during the school day, after school, and over the summer with stipends available for sessions outside of the school day.

Walkthroughs from coaches, colleagues, and the transformational leaders will ensure that implementation is occurring. Teachers will receive immediate feedback online from building administrative walkthroughs utilizing the district adopted STAGES Evaluation Tool.

Instructional coaches will be available to collaborate with teachers and will offer feedback within three days of meeting with teachers individually, during 1/2 day PDs with core and elective teachers, and by serving as a support system for teachers in relation to implementation of new strategies.

Through the use of Instructional Rounds, teachers will have the opportunity to observe colleagues in various content areas. This will allow teachers to observe best practice in not just their own content area, but others as well. This non-evaluative method will allow teachers to receive frequent feedback that will allow them to adjust instructional practices in a more effective and efficient manner. One focus will be how strategies and practices from professional learning are being implemented in various classrooms throughout the school.

Instruction will be based on Common Core State Standards and will be both horizontally and vertically aligned.

Further explanation of Professional Development can be found in 6b.

Professional Development will include, but is not limited to, the following:

Year One 2015-2016:

MTSS, MiExcel Data Conversations/Dialogues (Gather/Study/Plan), Formative Assessments, Instructional Technology (PLATO, Study Island, Pearson, TI Navigator, TI Nspire CX, SmartBoards, Smart Response System), Backward Lesson Design including Differentiation of Instruction, Restorative Justice Training, Common Core Standards - Math, ELA, Science (Next Generation Science Standards), Social Studies and Electives to serve as support for the core.

All teachers will:

- Analyze various data points to identify deficit areas to guide instruction and lesson design
- Design rigorous lessons using inquiry and project-based strategies to increase achievement
- Use instructional technology to increase student engagement and produce instant feedback on content acquisition/mastery
- Use differentiation activities to reach a broad base of learners

Redesign Plan

Arthur Hill High School

- Employ effective formative assessments that gauge student progress towards lesson objectives
- Be able to deliver effective Tier 1 instruction and identify students for Tier 2 and Tier 3 supplemental services

Year Two & Three: 2016-2017/2017-2018:

Academic and behavioral strategies to accommodate and modify individual IEP needs in close cooperation with special education teachers, case managers, school social workers and counselors, Curriculum Mapping (Power/Priority Anchors), Culture and Climate, Content Standards Alignment (Vertical and Horizontal), How to Incorporate Science, Math, English and Social Studies skills, Test Prep Strategies.

All teachers will:

- Become familiar with standard accommodations and how to incorporate them into general instructional setting
- Identify and prioritize content standards for instruction at each grade level
- Create a culture of learning and respect to maximize a positive learning environment
- Ensure that content standards are aligned vertically and horizontally
- Develop cross-curricular thematic units to incorporate Math, Science, English and Social Studies
- Use strategies from Kaplan and other research-based activities to increase test readiness and stamina

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A:

The Saginaw Public School District will use specific recruitment strategies centered on student needs as identified by data and teacher effectiveness to directly support student achievement. Teachers who receive exceptional performance evaluations serve as lead teachers within their respective schools. They are selected to attend conferences that relate to district and school improvement goals. Also, teachers have an opportunity to serve as mentors for probationary staff. Mentors are given additional monies to budget for instructional supplies. Plus, opportunities for advancement in instructional coaching positions exist for teachers that demonstrate exceptional capacity for leadership. Generally, instructional coaches with endorsements in educational leadership advance into administrative positions within the district.

When teacher vacancies exist, recruitment of candidates will be based on student needs, identified by stakeholder surveys, student demographic, and performance data. A comprehensive needs assessment of our school suggests that applicants considered for positions at Arthur Hill High School must possess experience with:

- Analyzing various data points to identify deficit areas to guide instruction and lesson design
- Designing rigorous lessons using inquiry and project-based strategies to increase achievement
- Using instructional technology to increase student engagement and produce instant feedback on content acquisition/mastery
- Using differentiation activities to reach a broad base of learners
- Employing effective formative assessments that gauge student progress towards lesson objectives
- Delivering effective Tier 1 instruction and identify students for Tier 2 and Tier 3 supplemental services
- Standardizing accommodations and how to incorporate them into general instructional setting

Redesign Plan

Arthur Hill High School

- Identifying and prioritizing content standards for instruction at each grade level
- Creating a culture of learning and respect to maximize a positive learning environment
- Ensuring that content standards are aligned vertically and horizontally
- Developing cross-curricular thematic units to incorporate Math, Science, English and Social Studies
- Using strategies from Kaplan and other research-based activities to increase test readiness and stamina

Teachers must also demonstrate proficiency and knowledge of effective strategies and best practices including:

MTSS, MiExcel Data Conversations/Dialogues (Gather/Study/Plan), Formative Assessments, Instructional Technology (PLATO, Study Island, Pearson, TI Navigator, TI Nspire CX, SmartBoards, Smart Response System), Backward Lesson Design including Differentiation of Instruction, Restorative Justice Training, Common Core Standards - Math, ELA, Science(Next Generation Science Standards), Social Studies and Electives to serve as support for the core.

Arthur Hill High School's Leadership Team, including the principal, will be actively involved in the interview process for all open positions. Hiring decisions will be based on student needs, credentials, skill level, experience, and effective writing skills. All hiring recommendations will come from the Arthur Hill High School Leadership team.

Indicator 5B:

The district will improve teacher retention at Arthur Hill High School based on student needs by utilizing the following strategies:

1. An experienced Arthur Hill High School mentor will be provided to all teachers new to the building and all non-tenured teachers.
2. Teachers with an effective or highly effective rating will be assured the stability of their current building placement.
3. Teachers will receive options for compensation for participating in workshops and conferences supporting required professional development initiatives outside the school day. Hourly rate for professional development (\$22.62) and in-service credit (SCECH)
4. Teachers will be provided with multiple opportunities to participate in professional development to improve their craft.
5. A reward system will be utilized at Arthur Hill High School as described in Requirement 3.

The principal has the right of assignment based on student achievement and behavior data, classroom observations, teacher evaluations, and parent perception data. The principal, with input from the Leadership Team, will determine the best placements for current staff starting the fall of 2015.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A: The Saginaw High and Arthur Hill High School staff and administration reviewed multiple sources of data and used the Collaborative Learning Cycle to identify underlying causes of our priority status and the "Big Ideas" necessary to transform the school. We began by analyzing MEAP, ACT/MME composite scores, graduation rates and top to bottom ranking.

Top to Bottom Rankings starting with the 2011-2012 school year helped us to recognize the similar academic challenges of both schools. For example, an average ACT composite score for both schools of 15.3 for the 2011-2012 school year to a 15.2 for the 2013-2014 school year shows that scores have become stagnant. Additionally, a lack of significant improvement in data trends, which supports this, has been observed. Proficiency levels over the past four years in reading have increased slightly for both schools from an average of 22.2% in 2012 to an average of 26.55% in 2014 but not to the level that will ensure 85% proficiency by the year 2021. Math, social studies, writing, and science levels continue to be below expectations-math 3.65% proficient, social studies 5.9% proficient, writing 13.06% proficient, science 4.05% proficient in 2014 (proficiencies are an average of both schools scores). Science and math are the overall lowest averages for both schools on a three-year trend.

All subgroups are low-performing. The subgroups analyzed include Hispanics, Whites, African Americans, males and females. Benchmark testing using PLATO Accuccess results show improvement in the areas of Math and Reading. Students in grades 9-11 improved, but still scored two grades below grade level. The underperforming academic achievement levels of juniors taking the ACT and WorkKeys and sophomores taking the PLAN also indicate that curriculum, lesson planning and design, and students engagement may need more support. While Annual Measureable Achievement Objectives (AMAO) were met in reading, writing and social studies, the other content areas were lacking which also shows a need for creating rigorous and engaging lessons.

Based upon the data dialogues and the analysis of the data, the team felt that there was an indication of a lack of rigor, insufficient lesson planning and design, and low levels of student engagement and learning. Therefore, as a vehicle to improve these areas, the two Big Ideas selected were developing the knowledge, skills and dispositions of teachers and supporting instruction through enhancing methods, materials and resources. Specifically, teachers would receive professional development in increasing rigor through the Rigor and Relevance Framework, improving lesson design through the Backward Design Theory and increasing student learning levels through Schlechy's Design Qualities. It is our belief, based upon the research trends surrounding these instructional theories, that implementation with fidelity will provide the necessary increases in student achievement.

6B: Qualities of Instructional Program

After taking a thorough and comprehensive look at the data of Arthur Hill and Saginaw High the Transformational Team determined that the focus of the new combined high school needed to be in the following big idea categories:

1. Developing teacher's knowledge, skill and disposition
2. Enhancing instructional methods, materials and resources.

Additionally, the team felt it necessary to be cognizant of the other three causal categories of Infrastructure, school culture and climate and students' knowledge, skills and disposition. It is our belief that these two areas have the most impact on student learning and will result in the most rapid and significant improvement in that academic achievement. The following areas are essential to meeting the needs of the new combined priority high school:

Year One: Implementation/2015-2016

Our instructional focus, based on the Michigan Merit Curriculum (MMC), will be guided by Daggett's Rigor and Relevance Framework, Wiggins' Backward Design and Schlechty's Lesson Design Qualities. Based upon research, the Rigor and Relevance Framework does the following: 1) as rigor is increased in instruction, student achievement increases, 2) as relevance is implemented in instructional activities, achievement increases, 3) thematic instruction increases student achievement through teacher collaboration and lesson design, 4) the Rigor and Relevance Framework aligns directly with the Knowledge Taxonomy. Wiggins' Backward Design allows lesson planning with the end in mind and prioritizes what students need to learn, building in formative assessment strategies and activities to assess student progress throughout the lesson/unit. Schlechty's Design Qualities allow teachers to identify the highest levels of student engagement and employ strategies that allow students to learn at high levels and have a profound grasp of what they learn, retain what they learn and transfer what they learn to new contexts.

1. Job-embedded PD with the use of instructional coaches will guide teachers, model strategies, and facilitate professional development that supports the overall instructional program.
2. PLC's will be the main method of collaboration utilized by teachers to analyze both school-wide and department data which will involve, but is not limited to, student artifacts, teacher created assessments and the results of district, state, and national assessments. This data will be used to inform not only teacher instruction but also the placement of students into the Multi-Tiered Systems of Support. Essential to this work is a weekly 90 minute PLC and a monthly half day session to reflect upon and enhance the work of the PLCs.

-Both high schools met their Annual Measurable Achievement Objective in reading, but a strong need to improve in the areas of Mathematics and Science drive the focus for immediate attention in Year One of implementation in these two content areas.

Math instruction will focus on the following: Math Common Core Standards will be the focus of student engagement using interactive math instruction utilizing TI- Nspire calculators and TI-Navigators for instantaneous feedback on acquisition of content; all teachers will utilize MAISA units which are in alignment with Common Core Curriculum Standards and contain assessments embedded within the units for constant progress monitoring; instruction of test taking strategies; formative assessment questions will align to and simulate summative assessments such as MEAP, EXPLORE, PLAN, ACT, MME, etc.

-Science instruction will focus on the following: Teachers will use inquiry and project-based instruction to increase science proficiency using the Next Generation Science Standards; analysis of charts, graphs, tables, etc.; regularly scheduled common assessments for each science content area; review of data and adjust instruction based on these assessments.

Our school's compliance and adherence to the Michigan Merit Curriculum, Next Generation Science Standards and Common Core Standards in Math and in Literacy including Social Studies, technology will ensure that our students will graduate on time and be college and career ready.

Adult monitoring will ensure implementation of the instructional program, strategies and activities with fidelity. The administrative staff will perform walk-throughs, review weekly PLC notes, conduct formal observations and partner with the teaching staff to implement Instructional Rounds.

Year Two: 2016-2017

- Reading Across the Curriculum: All teachers in each content area will focus on several of the following strategies: Attack the Text, Word Splash, QAR, Cornell Notes, Frayer Model, Thinking Maps and graphic organizers, etc., teachers will continue to develop a comprehensive understanding of all of the components and resources associated with the Pearson textbook adoption to implement with fidelity.
- Writing Across the Curriculum: All teachers in each content area will focus on Quick Writes, warm-ups and exit slips as formative assessment pieces; Argumentative writing frames for all content areas; persuasive writing tower for ACT-like writing building-wide; Six Traits Writing process and the Five Steps of Writing Process, etc., develop proficiency with the Essay Scorer resource to increase writing and instant feedback for students.

Year Three: 2017-2018

- Social studies focus beginning 2016-2017 school year. All teachers will use inquiry learning focused on essential questions to build student competence in argumentative writing.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Requirement 7 Continuous Use of Individual Student Data

In the 2015-2016 school year district leaders will create and implement a school data wall that will include data such as Progress Monitoring from Accucess/Study Island/ Plato Benchmarks/etc., MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. The dashboard will be publicly available and staff will use it to help design programs and make decisions that meet the needs of our students. Additionally, by the conclusion of the 2014-15 school year a data warehousing system will be identified and selected as a mechanism for inputting and accessing data.

All staff will collect and analyze data including student work through weekly PLC's to plan and assess the impact of instruction. Multiple types of data, both academic and behavioral, will be analyzed to inform instruction including, but not limited to, ACT/ PLAN/EXPLORE scores, suspensions, referrals, PLATO benchmark assessments, Accucess results, perception data, common assessments for core classes, and Study Island scores from pre, post and interim tests. Data walls will be visible throughout the building and in the individual classrooms. Regular and ongoing assessments during each term are the expectations of all staff members. Data specific roles will be created to assist

the teachers in this process. Principals, staff and coaches will monitor the instructional practices with fidelity utilizing walkthroughs, formal observations, and instructional rounds.

The Multi-Tiered Systems of Support (MTSS) process will be used to help meet individual student needs. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions and changes in instruction or goals, and applying student response data to important educational decisions." (G.M. Batsche et al 2005) The use of the MTSS will also align with the Big Idea of Supporting Instruction Methods, Materials, and Resources by allowing teachers to meet students with more individualized attention. Tier 1 is solid quality instruction for all students with an expectation of mastery by all students. During this process all student progress is monitored regularly and retaught as necessary. Tier 2 is defined as 5 to 8 students in a small group with evidenced based interventions that specify the instructional procedure, duration, and frequency of instruction. Tier 3 is generally performed by a specialist, and is for students that are not successful in Tier 2. Tier 3 group-size ranges from 1-3 students and specific data is kept to monitor progress.

Teachers will refer struggling students to counselors and social worker to schedule Intervention Team (IT) meetings with parents, student, teachers, counselor and administrator to review student's lack of progress and establish a plan for intervention and supplemental services. The individualized Intervention Plan will be monitored in 3-4 weeks intervals to determine appropriateness of interventions. Struggling students will be pre-identified based on grades, discipline, test scores, attendance, etc. to provide interventions. Ninth grade students specifically will be targeted with the hope of reducing the number of students needing Tier 3 interventions during their junior and seniors years. A universal pre-screener will be used to identify students at each level who may require interventions for each core area.

Instructional program outcomes will be:

- Students will receive supplemental instructional services in reading, math, science and social studies.
- Students will be provided the opportunity for credit recovery and structured tutorials.
- Students will increase proficiency levels on state standardized assessments such as ACT/MME.
- Students will graduate meeting the Michigan Merit Curriculum requirements within 4 years.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A:

Instruction in core academic subjects will be increased through adding instructional minutes to the schedule. Currently, Arthur Hill High School has 369 instructional minutes which include five fifty-one minute classes and a fifty-four minute 7th period. We plan on having 378 instructional minutes (six 54 minute periods) within next year's schedule to increase instruction in the core and elective classes by 45 minutes a week. Students will also have a 30 minute intervention period where they receive tier 2 or tier 3 services in reading or math coupled with progress monitoring within these subjects. This will also serve as an enrichment period for students who do not require remediation. Our students have demonstrated significant gains in reading and math over the course of the last two years that we have implemented this intervention period. This instructional schedule will be used to enhance targeted assistance to students focused on reading and math. Goals will be set to reflect amended instructional schedules that indicate additional time spent on core instruction.

The rationale for amending the instructional schedule to include more core instruction is to provide uninterrupted and protected teaching time so that targeted interventions and teaching using researched based methods and strategies can take place to increase student achievement. This schedule will allow Arthur Hill to implement all of the strategies described in 6B. Arthur Hill will also provide an extended summer learning program available to all students in grades 9-12, which will provide core instruction in reading, writing, math, science, social studies, and Kaplan enrichment activities, Monday-Thursday, 7:30-1:15, for six weeks. This program will be tailored to Arthur Hill student needs and progress will be monitored with pre- and post-tests.

Indicator 8B:

The district's plan for increasing time for enrichment activities will occur during the redesign of the current schedule. All students will participate in college and career fairs to enhance the core curriculum. Arthur Hill High School staff will work with its College and Community Access Coordinator and counselors to expand students Educational Development Plans to identify dates that students can participate in college and career going activities designed to improve students' career awareness and post-secondary options. All students will also visit the Saginaw Career Complex (SCC) for ½ day to identify a potential CTE concentration that they may have interest in pursuing. The future SY 2014-2015

designation of Arthur Hill High as a career pathway high school will enable more students to take advantage of CTE programming at an earlier grade level. Currently, only juniors and seniors can enroll within SCC concentrations. The objective is to extend enrollment to sophomores by the 2015-2016 academic year. Also, all students will receive the benefit of learning about career and college options through counselors' classroom presentations within the Comprehensive Guidance Curriculum. The CTE concentrations at the Saginaw Career Complex, which involve exploratory experiences for students within related occupations, provide further opportunities for enrichment. Ninth graders will also use Career Cruising within their freshmen seminar classes to research career interests that align with their visitation to SCC. Counselors will assist freshmen with selecting a job shadowing opportunity to assist students in selecting a CTE program. Their culminating trip to the Saginaw Career Complex towards the end of the school year will enable them to make informed decisions about the CTE experience they want to pursue in their sophomore year.

Indicator 8C:

Beginning in the fall of 2014, all teachers will participate in a 50 minute PLC once every week intended to encourage the use of Daggett's Rigor and Relevance Framework, Schlechty's lesson design, and Wiggins' Backward Design Model. This training will promote the facilitation of PLCs to conduct a more comprehensive review of students' work, performance on common assessments, and more frequent monitoring of Tier 2 and Tier 3 interventions. These PLC sessions will be documented using a standard protocol and placed on a shared drive that all teachers can access to review work occurring within the school. This increases time for professional learning and collaboration from 200 minutes a month to 250 minutes a month. Effective fall of 2014, staff members will also engage in half-day sessions of job-embedded professional development every month to improve teachers' capacity to implement school reform strategies, engage in effective PLCs, and create lesson plans that reflect standards of rigor to improve student achievement. District instructional coaches will be providing the relevant training to staff to support goals identified within Arthur Hill High School's school improvement plan. This professional development format will give teachers approximately an additional 27 hours of training in collaboration with their grade-level teams or content areas.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A

In the new high school, there will be a variety of ways to engage families in our reform efforts. For example, all parents and stakeholders are invited to attend monthly School Quality Team (SQT) meetings. Also, parents can participate in the reform efforts by attending monthly PAC/PTSA meetings which highlight various components of the instructional program. We will also host a Title 1 Parent Meeting once a year and parent teacher conferences twice a year. Other initiatives include but are not limited to: FAFSA night, Parents on Patrol (POP), newsletters (paper and electronic), district and school websites, building marquee.

Overall to support the first big idea of enhancing methods, materials and resources.

Title I Parent liaisons will conduct monthly instructional strategy workshops aligned to our selected instructional program that will enable parents to support academic success in the home.

9B

In the new high school, there will be a variety of ways to engage community partners in our reform efforts. For example, all community

partners are invited to attend monthly School Quality Team (SQT) meetings. Also, we will inform and invite community organizations such as local Ministerial Alliance of Saginaw, the Public Libraries of Saginaw, Delta College, Saginaw Valley State University, Parishioners on Patrol, Saginaw Community Foundation, Dow Chemical, Michigan Works, Health Delivery, Inc., Sodexo and businesses to participate in our reform efforts. They will assist in creating a career and college-ready environment for our students such as the Saginaw Promise Scholarships, leadership training for our students, dual-enrollment opportunities, work-based learning, job training, etc.

Overall to support the second big idea of developing teacher's knowledge, skills and disposition;

The High School science department established a partnership with Michigan State University to develop and administer a curriculum aligned to the next generation science standards through classroom technology and instruction.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Indicator 10A:

A Memo of Understanding between the School Board of the City of Saginaw, the Saginaw Education Association, and the Superintendent of Schools, states that the District and Association are committed to meet requirements placed within the transformation plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. See attachment. The building principal will exercise right of refusal to move a staff member to Arthur Hill High School if they lack the capacity or desire to align with initiatives and programming of the school. This authority will be enforced throughout the duration of the plan. Current state legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" or "minimally effective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Arthur Hill High School's administration and Leadership Team will be involved with the process of interviewing for vacant positions within the building. Placement decisions will be based upon prospective candidate's credentials, instructional abilities, literacy skills, and reference checks. Recommendations for hiring will come from the Arthur Hill High School Leadership Team. Arthur Hill will be allowed to adjust their school calendar as needed to support the instructional programming as long as the district's minimum number of contact hours is satisfied. Arthur Hill's staff will have the ability to schedule their professional development days and PLCs. The building will set a professional development schedule, which may or may not include district professional development days, based on building needs, and successful execution of the transitional plan with fidelity. Arthur Hill will start restorative justice practices during the second semester of the 2014-2015 school year, with implementation during 2015-2016 school year, including bringing a provider to campus to research and develop a culture and climate plan for the building, train staff to be coaches within the building to develop these cultural needs, and provide stipends to staff participating in the training. The Arthur Hill High School Leadership Team will have autonomy in determining the Title I budget and use of its funds (subject to federal regulations), to support the transformation plan, in accordance with student needs and the building Comprehensive Needs Assessment found in Assist.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Indicator 11A & 11B:

The School District of the City of Saginaw, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet and executive Staff, will support all efforts put forth to implement Arthur Hill High School's transformation plan in support of students' unique needs. The Superintendent has assigned Nathaniel B. McClain, Assistant Superintendent as the Central Office liaison responsible for monitoring and supporting the school. Priscilla Roby Arthur Hill's principal, is accountable for maintaining a clear understanding of specific technical assistance needs associated with programming, student achievement, priority plan maintenance and related circumstances. Specific professional development activities, determined through focused study of staff capacity and student data, will enhance our ability to meet goals of significant improvement. Ongoing professional development activities specific to Arthur Hill's transformation initiatives will be supported through Title IIA funding and any additional funds related to Arthur Hill's priority status.

Arthur Hill's staff will collaborate with various stakeholders to seek and receive technical assistance as needed. Those agencies include: Saginaw Intermediate School District (SISD) (Statewide System of Technical Assistance) - Priority School Support Staff include Rebekah Hornak, Gayle Matoy and Janet Kennelly. Their support for Arthur Hill includes: participation in the Statewide System of Technical Assistance (6 meetings a year with Arthur Hill's staff, helping them to focus on independent goals, learning how to analyze data and implementing school improvement efforts), school improvement writing efforts (scheduled in March / April / and May annually), an academic coach, curriculum review with the Director of Curriculum and Arthur Hill's Leadership Team, assistance with Positive Behavior Intervention Supports, and support with professional learning communities.

The initial technical assistance meetings started in August and have been ongoing weekly, to support the writing of different components of this transformational plan. The Michigan Department of Education (MDE) Office of School Reform offers technical assistance through the school year in the form of different meetings. All meetings related to priority status will be attended by Arthur Hill's staff. Central office is also invited to attend. Fall and spring school improvement meetings are held in Lansing annually, attended by Central Office and Arthur Hill's staff. MDE has assigned Michigan State University (MSU) Intervention Specialist, Jon Hartwig, Jon has worked with the Arthur Hill High School Leadership Team to draft their transformation plan through a careful examination of MME trend data, ACT, and WorkKeys results leading to priority status identification. He has attended weekly meetings to help the Leadership Team identify root causes for students' inability to reach proficiency and will continue to work with the staff throughout the school improvement process.